

## Branchville High

1349 Dorange Rd  
Branchville, SC 29432

**Grades** 7-12 Middle School

**Enrollment** 270 Students

**Principal** George Benton 803-274-8875

**Superintendent** Dr. Darrell Johnson 803-534-8081

**Board Chair** Mr. Aaron Rudd 803-534-8081

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	24	17	2

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 4 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Below Average	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes
<b>2006</b>	Below Average	Unsatisfactory	No

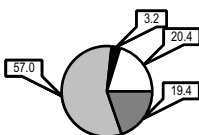
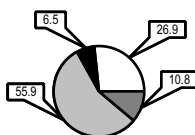
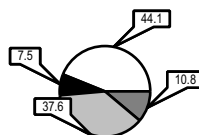
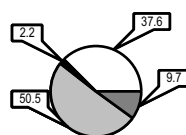
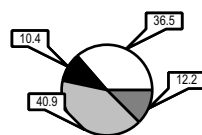
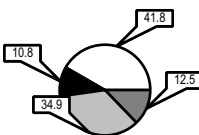
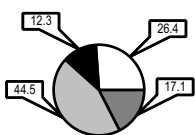
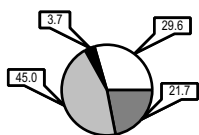
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	84.7	97.8
<b>English 1</b>	72.5	94.7
<b>Biology 1/Applied Biology 2</b>	80.0	74.9
<b>Physical Science</b>	50.0	67.2
<b>All Subjects</b>	70.2	96.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	97	100.0	20.4	57.0	19.4	3.2	39.8		
<b>Gender</b>									
Male	46	100.0	29.5	68.2	2.3	0.0	18.2		
Female	51	100.0	12.2	46.9	34.7	6.1	59.2		
<b>Racial/Ethnic Group</b>									
White	52	100.0	13.5	57.7	23.1	5.8	50.0		
African American	45	100.0	29.3	56.1	14.6	0.0	26.8		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Disability Status</b>									
Not Disabled	88	100.0	16.7	58.3	21.4	3.6	42.9		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S		
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	97	100.0	20.4	57.0	19.4	3.2	39.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	97	100.0	20.4	57.0	19.4	3.2	39.8		
<b>Socio-Economic Status</b>									
Subsidized meals	58	100.0	29.1	54.5	16.4	0.0	27.3		
Full-pay meals	39	100.0	7.9	60.5	23.7	7.9	57.9		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	97	100.0	26.9	55.9	10.8	6.5	33.3		
<b>Gender</b>									
Male	46	100.0	38.6	45.5	9.1	6.8	22.7		
Female	51	100.0	16.3	65.3	12.2	6.1	42.9		
<b>Racial/Ethnic Group</b>									
White	52	100.0	23.1	48.1	17.3	11.5	44.2		
African American	45	100.0	31.7	65.9	2.4	0.0	19.5		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
<b>Disability Status</b>									
Not Disabled	88	100.0	22.6	58.3	11.9	7.1	36.9		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S		
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	97	100.0	26.9	55.9	10.8	6.5	33.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	97	100.0	26.9	55.9	10.8	6.5	33.3		
<b>Socio-Economic Status</b>									
Subsidized meals	58	100.0	32.7	58.2	7.3	1.8	21.8		
Full-pay meals	39	100.0	18.4	52.6	15.8	13.2	50.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	97	100.0	44.1	37.6	10.8	7.5	18.3
<b>Gender</b>							
Male	46	100.0	54.5	31.8	6.8	6.8	13.6
Female	51	100.0	34.7	42.9	14.3	8.2	22.4
<b>Racial/Ethnic Group</b>							
White	52	100.0	30.8	40.4	15.4	13.5	28.8
African American	45	100.0	61.0	34.1	4.9	0.0	4.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	88	100.0	39.3	40.5	11.9	8.3	20.2
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	97	100.0	44.1	37.6	10.8	7.5	18.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	97	100.0	44.1	37.6	10.8	7.5	18.3
<b>Socio-Economic Status</b>							
Subsidized meals	58	100.0	56.4	34.5	7.3	1.8	9.1
Full-pay meals	39	100.0	26.3	42.1	15.8	15.8	31.6

<b>Social Studies</b>							
All Students	97	100.0	37.6	50.5	9.7	2.2	11.8
<b>Gender</b>							
Male	46	100.0	40.9	52.3	6.8	0.0	6.8
Female	51	100.0	34.7	49.0	12.2	4.1	16.3
<b>Racial/Ethnic Group</b>							
White	52	100.0	30.8	50.0	15.4	3.8	19.2
African American	45	100.0	46.3	51.2	2.4	0.0	2.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	88	100.0	34.5	52.4	10.7	2.4	13.1
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	97	100.0	37.6	50.5	9.7	2.2	11.8
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	97	100.0	37.6	50.5	9.7	2.2	11.8
<b>Socio-Economic Status</b>							
Subsidized meals	58	100.0	50.9	43.6	3.6	1.8	5.5
Full-pay meals	39	100.0	18.4	60.5	18.4	2.6	21.1

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	54	100.0	26.4	47.2	22.6	3.8	26.4
	8	46	100.0	27.3	50.0	20.5	2.3	22.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	41	100.0	26.8	53.7	17.1	2.4	19.5
	8	56	100.0	15.4	59.6	21.2	3.8	25.0
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	54	96.3	19.6	47.1	23.5	9.8	33.3
	8	46	100.0	47.7	38.6	11.4	2.3	13.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	41	100.0	29.3	43.9	19.5	7.3	26.8
	8	56	100.0	25.0	65.4	3.8	5.8	9.6
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	54	100.0	32.1	54.7	5.7	7.5	13.2
	8	46	100.0	47.7	38.6	9.1	4.5	13.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	41	100.0	48.8	26.8	14.6	9.8	24.4
	8	56	100.0	40.4	46.2	7.7	5.8	13.5
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	54	98.2	44.2	46.2	5.8	3.8	9.6
	8	46	100.0	47.7	45.5	2.3	4.5	6.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	41	100.0	43.9	39.0	12.2	4.9	17.1
	8	56	100.0	32.7	59.6	7.7	0.0	7.7

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 270)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	10.0%	Down from 21.0%	16.7%	16.7%
Retention rate	5.4%	Down from 7.3%	2.0%	2.5%
Attendance rate	96.8%	Down from 97.0%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.0%	0.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.1%	0.1%	1.0%
Eligible for gifted and talented	18.5%	Up from 14.1%	18.8%	15.6%
On academic plans	44.0%	N/AV	40.7%	39.9%
On academic probation	32.0%	N/AV	0.3%	0.7%
With disabilities other than speech	8.9%	Down from 10.0%	13.1%	12.4%
Older than usual for grade	9.3%	Down from 10.0%	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.2%	0.6%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 19)</b>				
Teachers with advanced degrees	57.9%	Down from 60.0%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	25.0%	N/A	6.2%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	5.6%
Teachers returning from previous year	92.9%	Down from 93.2%	87.7%	84.6%
Teacher attendance rate	96.2%	Up from 95.9%	94.8%	94.8%
Average teacher salary	\$47,530	Up 2.3%	\$42,783	\$42,267
Prof. development days/teacher	12.3 days	Up from 11.0 days	12.0 days	11.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.2 to 1	22.4 to 1	21.1 to 1
Prime instructional time	91.0%	Up from 90.3%	89.7%	89.0%
Dollars spent per pupil*	\$9,489	Down 0.7%	\$6,178	\$6,243
Percent of expenditures for teacher salaries*	48.0%	Down from 49.8%	60.0%	59.8%
Percent of expenditures for instruction*	58.9%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	71.3%	Up from 64.5%	98.0%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	19.3%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Branchville High School is an excellent school. The South Carolina Report Card, which is used to judge each school in South Carolina, designated Branchville High School as an Excellent/Excellent school. This distinction requires top test scores, low drop out rates, high graduation rates, good student and teacher attendance, as well as many other factors. Branchville High School was also designated as a deregulated school, which gives the school some flexibility regarding state standards. There is no higher honor than receiving an Excellent/Excellent Report Card and we are extremely proud of our students, teachers, and parents for achieving this high standard.

The Scholastic Aptitude Test, better known as the SAT, was another area in which BHS excelled. The average for SAT scores at BHS was the highest in Orangeburg Consolidated School District Four for at least the past six years and maybe the highest ever recorded.

Branchville High School served students in grades seven through twelve. The seventh and eighth graders receive a separate report card as a middle school. The middle school report card indicated we needed to work harder in all eighth grade areas, and in seventh grade language arts and social studies. The seventh grade math and science scores were excellent. The plan is to use a new curriculum and a new test in order to determine specific student deficiencies. This will be fully implemented during the 2006-2007 school year.

Athletically accomplishments included playoff games in numerous sport areas. BHS has a high percentage of student participation in athletics. Most of these students excel in the classroom as well as in athletics. The BHS Marching Band, The Band of Gold, marched to another outstanding year. The Band of Gold didn't make the state finals but scored high in their numerous competitions. The Winter Guard, Serenity Gold, also competed in numerous competitions and set a new standard.

The Teacher of the Year chosen by her colleagues at the end of the 2004-2005 school year was Mrs. Velma Young. Mrs. Young has been teaching for over twenty-eight years and is a Highly Qualified Middle School Teacher. Her Palmetto Achievement Challenge Test scores exceeded the state average, as has become normal for Mrs. Young. She also heads up the Character Education Program at Branchville.

Student Leadership is an important aspect for the continued success of BHS. Strong student leadership will continue to be a priority. Four students serve on the School Improvement Council and provide insightful guidance. BHS also received numerous grants due to the efforts of Mr. Pat Black and Coach Craig Porter. The Future Farmers of America, under the direction of Mr. Pat Black, work very hard to maintain a beautification program for both BHS and the town of Branchville. Grants, such as Palmetto Pride, Learn and Serve, and Project Ignition have assisted greatly in this effort.

The motto at BHS is Only the Best at BHS. School must provide rigor, relevance, and fun in order to be successful. Each student is encouraged to build positive memories while preparing for a successful adult life.

George A. Benton Jr., Principal  
Wanda Padgett, School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	20	54	21
Percent satisfied with learning environment	95.0%	83.3%	75.0%
Percent satisfied with social and physical environment	94.7%	81.5%	66.7%
Percent satisfied with school-home relations	65.0%	83.3%	65.0%

\*Only students at the highest middle school grade level at this school and their parents were included.